Why is CLIL an Innovative Educational Approach?

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This article discusses the reasons why and how Content and Language Integrated Learning (CLIL) has become an innovative educational approach towards integrating content and additional languages other than a first language in primary, secondary and tertiary education in many countries today. First of all, we will look at the factors which have contributed towards changes in the conceptualization of education and additional language learning. Secondly, we will focus on the what, why and how of CLIL as a means towards reconceptualizing additional language learning in education. Thirdly, we will look at the issue of CLIL in higher education and at San Jorge University. Finally, conclusions will be drawn as regards the impact CLIL can have on education and how it can benefit students at all levels of education, teacher development and research within the framework of educational innovation.

1. Education and additional language learning in the 21st century

In order to understand why CLIL has become an innovative educational approach we need to cast our minds back and look at the evolution of education and foreign language learning as this will give us some insights as regards the question addressed in this plenary paper.

Looking back at mainstream educational and language learning settings before and during the 20th century we can see two clearly defined and compartmentalized areas. On the one hand, educational systems which focused on the teaching of content subjects such as Maths, Social Sciences, Art, etc., with literacy and numeracy as key areas of learning. On the other hand, there was foreign language learning, where students learnt an additional language usually in isolation from the other content subjects they studied in the curriculum.

Up to the early nineties, both areas were normally, and in some cases, still are compartmentalized, in that the foreign language class revolved around learning the four skills (listening, speaking, reading and writing) of the language in question, while the content class developed students' knowledge of content subject matter. Although it may seem a paradox, in both cases language was and is the core element of communication, as there is no content without language or language without content. This was the situation in Europe at that time until a number of factors intervened which would change how we conceptualize the teaching and learning of content and foreign languages.

If we look at the evolution of education we can see how learning and teaching evolved from behaviourist theories to cognitivism and then to social constructivism, with each new learning theory providing us with more information as regards how we learn and how the mind and social interaction play a key role in effective learning. In a similar vein, theories on additional language learning evolved from grammar-translation, behaviourism, audiolingualism, direct method to communicative language learning. In this case, the focus was on finding ways to learn and teach an additional language which would result in meaningful learning and practical use of the language. In both areas there was a parallel progression from a teacher-centered to a more student-centered approach to learning and teaching. The factors leading to these changes were primarily motivated by the work of important authors and researchers in both areas who had built on previous theories in order to find approaches and methodologies which would facilitate the adaptation of learning and teaching to the changes taking place in society.

In addition to the works of educationalists, psychologists and applied linguists, there were many other factors which would also play a role in reconceptualizing education and foreign language learning during the 20th century:

1. Canadian immersion programmes: these bilingual programmes emerged from the concerns of English speaking parents living in the French quarters of Québec who felt that their children would be at a disadvantage with French speakers. Therefore, they asked the Government to produce bilingual programmes. These programmes were the predecessor of CLIL in Europe (Fortanet Gomez and Ruiz Garrido 2009: 48).

2. European Union language policies: These policies encourage every European citizen to master two foreign languages along with their first language with the aim of improving educational and employment opportunities and the sharing of knowledge.

3. Globalization: the expansion of globalization has meant that being linguistically proficient in more than one language as become a requisite and skill.

4. English as a lingua franca: the fact that English has become the international means of communication in all spheres of society implies as Smit (2010: 60) points out that even though English had been used as a lingua franca for a long time already, globalization has meant that English is the most common means of communication amongst non-native speakers (Crystal, 2003, Graddol, 2006), meaning that non-native speakers of English now outnumber native speakers.

5. The digital revolution: advances in digital technology have taken us from the 1980s to the late 1990s with the emergence of the computer and the World Wide Web. In the 2000s the mobile phone was launched and the use of the Internet increased. From 2010 to the present, we have seen, in some cases, how mobile phones and tablets are even overtaking the use of computers. There is a wide range of apps available to help organize our daily lives, learn languages, play games and be in constant connection with others all around the globe.

However, one question we may ask is how the digital revolution affects education. Barber (Fullan and Langworthy, 2014) highlights that research findings on the impact of technology on learning outcomes are disappointing. Fullan and Langworthy argue that this is due to the fact that the use of technology in education has depended on traditional pedagogies and in order for technology to promote deep learning, pedagogies must change and include learning outcomes which not only focus on literacy and numeracy but also more transversal outcomes such as «problem-solving, collaboration, creativity, thinking in different ways, and building effective relationships and teams». Ting (2010: 4) points out that «*knowledge* is no longer about *amassing* information but *discerning*, from the inundation of text appearing with a Googling click that which is valid from that which is not».

6. Neuroscience: advances in neuroscience provide the opportunity to see what really happens in monolingual and bilingual brains. Research carried out by Bialystok (2007, 2011), concludes that speaking two languages has a beneficial effect on cognitive control, sustaining concentration and working memory and prevents the onset of dementia by four years.

As we can see the issues at stake concern how education, additional language learning, English as a Lingua Franca, digital literacy and globalization have evolved and can clearly affect the classroom, which now needs to become a more dynamic space and no longer remain isolated within four walls. 21ˢᵗ century education means taking risks, being creative and addressing the issues of a rapidly changing world which will bring many new problems but also open the door to very exciting new possibilities. As Mohan (1986) points out, language is at the core of learning and teaching in education because when we learn something we need to collect information, understand it, organize it, interact with it and communicate, so the way we do this through language, as a core construct, can have a tremendous effect on all aspects of learning.

2. The What, Why and How of CLIL
2.1. What is CLIL?
Many definitions of CLIL abound and this gives us an idea of its flexibility and the importance of context when it comes to integrating CLIL into the curriculum. However, one of the most frequently cited definitions of CLIL is as follows:

> Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. (Coyle, Hood, Marsh, 2010: 1).

CLIL aims to resolve the dichotomy between content and foreign language learning already mentioned along with taking advantage of the many factors mentioned above. Put simply, CLIL means that students learn one or more of their non-linguistic school subjects through another language which is not their first language. In the case of Spain and other European countries, this additional language is often English, but we must remember that CLIL is a plurilingual approach in which any other language can act as a means towards learning subject matter.

2.2. Why CLIL?
CLIL emerged in the 1990s when the European Commission requested a group of researchers to investigate language teacher training and bilingual education. Why did they do this? The reasons were the insufficient language competence of European citizens. Although foreign language learning was part of the curriculum of education in Europe, the results demonstrated that on leaving school, most students were not able to maintain a conversation in a foreign language and even less able to talk about work-related topics. Why was foreign language learning not giving the results it was expected to give, that is, why weren't students leaving school with a competent level of English or the other additional languages they were expected to learn? How could it be that after spending at least eight years learning English students were barely able to communicate and express their ideas? Why were they demotivated towards learning languages?

These concerns prompted the European Commission to consider combining language and content learning. Therefore, researchers began to look seriously at the different content and language teaching approaches and methodologies that were being used and from their analysis they began to see the strong relationship between language learning and the learning of content so they started sieving through them and drawing the best teaching approaches from both content and language learning theories and practices. The objective was to find an approach which would suit the multilingual diversity of Europe. The result was the term Content and Language Integrated Learning (CLIL) which was defined in 1994 and launched by UNICOM, the University of Jyväskylä in Finland and the European Platform for Dutch Education in 1996.

2.3. How does CLIL work?
The rationale behind CLIL feeds from many different educational and language learning approaches. As Coyle et al (2010: 3) point out this started in the 1950s with the emergence of the cognitive revolution which evolved as a reaction to behaviourism. Work by Bruner, Piaget and Vygotsky led to the development of socio-cultural, constructivist perspectives on learning. Gardner's theory of multiple intelligences, theories on learner autonomy, language awareness and language learning strategies (Krashen, van Lier) along with the work of many other educationalists and applied linguists all helped construct the underpinnings of what we know today as CLIL pedagogy.

2.4. The 4Cs framework

One of the most common pedagogical frameworks used to integrate CLIL in the curriculum is the 4Cs framework developed by Coyle (2005). This framework consists of four interrelated and contextualized building blocks which are based on analysing the content, cognition, communication and culture of the subject.
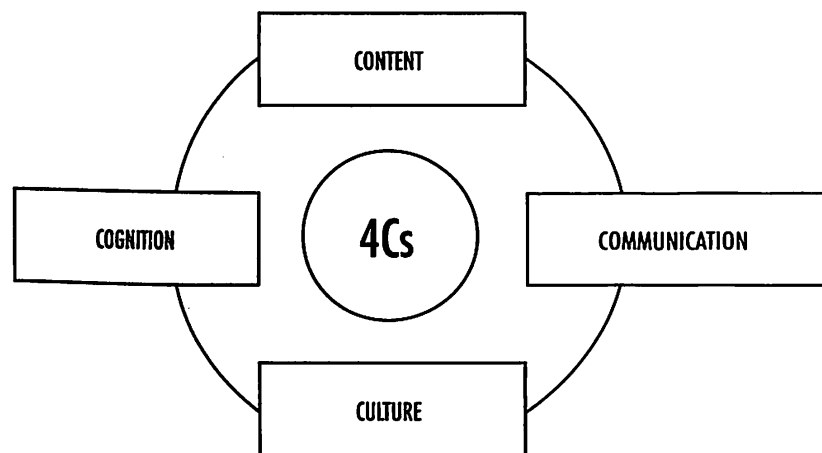

Figure 1. 4Cs Framework (Coyle, 2005).

Content consists of the subject matter in question and means that when teachers consider the learning outcomes of the subject, they must reflect on both the teaching and learning of the content. As Coyle et al. (2010: 28), point out, syllabuses and programmes address *what* content should be taught but fail to address *how* this content must be learnt by students. Therefore, as a first step, teachers need to analyse what learning this content will involve for students.

As content is related to thinking and learning this takes us to the second building block of the 4Cs framework which is cognition. In order for learners to develop the thinking processes underlying the content, they need to have the language which will help them construct their understanding of the content. This leads us to the dimension of communication and the need to consider what language is specific to this content and what language will enable students to use the language as a means towards learning the content and interacting with it in meaningful ways. Through cognition and communication, students develop the thinking processes and use the language specific to the content in question.

Finally, culture in CLIL is a way to exploit the cultural implications of the content and the cultural diversity of learners. It ties in with globalisation and the need to build intercultural competence. It is a way to discover how certain aspects of the content are perceived or carried out in other cultures, to compare and contrast the same scenario in different cultural contexts. It opens doors to connecting with classrooms in other countries through e-twinning and school projects and it develops learners' intercultural competence, empathy and tolerance.

As Coyle et al (2010: 33) argue, in a CLIL context the objective is to foster content and language learning so learners are using language to learn and learning to use language. This puts communication and interaction at the core of learning. It means that a CLIL classroom is a space where knowledge is co-constructed interactively and meaning is negotiated. Content in a CLIL setting does not mean that knowledge is acquired through a transmission mode of teaching. What is key here is that content is presented by using multimodal formats (textbooks, realia, images, videos, articles, games, examples, quizzes) so that it adapts to the different multiple intelligences in the classroom (visual-spatial, kinaesthetic, musical, interpersonal, intrapersonal, linguistic, logical-mathematical).

The materials used to access content need to be rich, meaningful, authentic but adapted to the learning level of students and challenging. Activating learners' prior knowledge is essential towards preparing them for the lesson, and supporting their learning through scaffolding is a key strategy which will ensure that content and language are integrated meaningfully and effectively.

The 4Cs framework is supported by a number of pedagogical strategies. The Language Triptych (Coyle et al, 2010: 36) is a conceptual tool that helps teachers and learners identify three types of language needed for effective CLIL: the language of learning which focuses on the language needed to understand the content; the language for learning which supports the language needed to carry out learning activities and language through learning which refers to the spontaneous language which emerges while students are engaged in constructing their knowledge of the content. This tool can help teachers analyse the language demands of the content and in turn motivate learners to strategically use the language implicit in content.
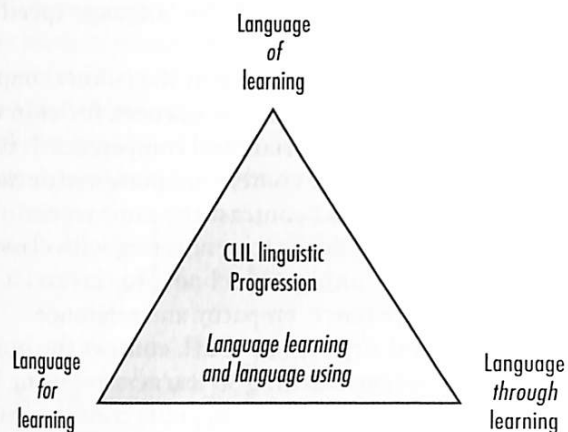
Figure 2. (Coyle et al., 2010: 36).

Bloom's Revised Taxonomy is the most commonly used classification when it comes to establishing the learning outcomes whereby students can learn content. It establishes a pyramid of cognitive processes which progress from lower order thinking skills (remembering, understanding and applying) to higher order thinking skills (analysing, evaluating and creating). It helps teachers deconstruct the content of their subjects and break it down into manageable learning stages in which content is progressively scaffolded in order to achieve learning outcomes.

Basic Interpersonal Communication Skills (BICs) and Cognitive Academic Language Proficiency (CALP) are terms coined by Cummins (1979). In simple terms, BICs refers to students' social language. It is the language they have learnt at home and from social interaction and it will accompany them to school where they will start acquiring CALP which includes the specific academic vocabulary and functional language they will need to learn and use in order to understand and engage with content.

In the context of bilingual education in Canada, Cummins found that in an immersion context most students learned enough English to engage in social communication in about two years whereas they typically needed five to seven years to acquire the type of academic language skills they would need to participate successfully in content classrooms.

However, we need to take into account the context in which Cummins developed his theories on BICs and CALP which was Canada where English and French are taught through an immersion model of bilingual education. Roldán Tapia (2010: 76) shows us how BICs and CALP translate into a Spanish context and provide some answers to the question as regards why our Spanish students have not been able to go beyond acquiring a general level of English and why CLIL can be a solution to this problem.

	In an immersion context	In an EFL school context
BICS	About 2 years since arrival in the country	About 7-8 years, with a communicative approach to EFL
CALP	About 5 years since arrival in the country	Only attainable by following a CLIL program

Table 1. (Roldan Tapia, 2010: 76).

As we can see this clearly reconceptualizes the role of language in education as a means towards the construction of knowledge (Dalton-Puffer, 2007: 65). It also means that teachers need to develop a strong sense of language awareness in order to be able to discern the language demands content learning will involve.

3. CLIL in higher education

CLIL is a reality in primary and secondary education in Spain and as Perez Cañado (2012) highlights; Spain is a leading country in the implementation of CLIL and research. However, what happens when learners reach higher education? If there is no continuity regarding the bilingual education they received in primary and secondary schools, how can they prepare themselves to deal with the complexity of a multilingual and multicultural world? How can employability and knowledge transfer be guaranteed? This brings us to the context of CLIL in higher education.

The Bologna Process and the European Area of Higher Education, globalization, the internationalization of higher education, transfer of knowledge, changing mindsets in teaching approaches and the introduction of English Medium Instruction programmes have been researched in depth (Vinke, Snippe and Jochems, 1998; Phillipson, 2000; Van Leeuwen and Wilkinson, 2003; Coleman, 2006; Tange, 2010; Kirkpatrick, 2011; Doiz , Lasagaster and Sierra, 2012) and the general consensus is that universities today face many challenges as regards maintaining prestige, achieving greater cohorts of students through internationalization and adapting to the changes needed so as to ensure quality teaching and learning.

One of the major and controversial issues which comes to light is the emergence of a large number of English taught degree programmes (EMI) in Europe and other countries where English is not the first language (Dearden, 2015). The fact that these programmes are taught entirely through English has raised certain controversy as Shohamy (2010) points out that this could lead to discrimination against students who do not have a good level of English and this in turn could stop them reaching their full potential. Other researchers have pointed out the fact that learning through English could prevent them developing their knowledge of the subject in their first language. What is clear is that universities face major dilemmas regarding language policy as they are faced with local, national and global language issues.

How do these issues affect the challenge of teaching content through the medium of English? Research findings show mixed attitudes towards this. Costa and Coleman (2010) highlight the fact that non-native lecturers are wary and do not want to risk simplifying their content in order to be understood. Mehisto (2008) points out the tensions in changing mindsets from the tradition of the formal lecture to a more student-centered approach. On the other hand, other research findings show that, although English Medium Instruction programmes are a challenge for tertiary non-native lecturers, they can also be viewed as an opportunity to develop as teachers, form part of international research groups and enjoy greater mobility as visiting lecturers (Martín del Pozo, 2013).

However, despite this positive attitude and without taking into account the linguistic proficiency and methodological approach of Spanish tertiary lecturers, it is clear that when CLIL is used in EMI programmes it is a challenge and needs institutional support and teacher training in order to guarantee effective learning and teaching (Costa and D'Angelo, 2011). Kurtan (2003) highlights the fact that in most European universities, there is the issue of lecturers' attitudes towards teaching and suggests that academic staff tend to have a limited range of conceptions of teaching, that is, they teach the way they were taught, they are in sole control, there is no application of learner-centered methodologies nor is there any need or feel for reflective education. In contrast to primary and secondary teachers, who have had the opportunity to create their own theory of practice, lecturers generally lack this and dedicate more time and effort to research which may have little to do with the subjects they teach. In this scenario it is very challenging to expect tertiary lecturers to accept and take on a pedagogical approach such as a CLIL, which

is grounded in socio-constructivist theory, co-construction of meaning and leaner-centered teaching. As Kember (1997) argues, attention to teaching approaches without a corresponding change in beliefs about teaching could negate any educational development initiative.

As regards the challenge of using English as the medium of instruction, Vinke et al (1998) highlight the fact that previous research on this issue is limited in two ways: on the one hand, the effect of using another language needs more research; on the other hand, the effective use of teaching behaviours and teaching effectiveness can only be examined to a limited extent, either through student evaluations or comparison of teaching behaviours used by non-native and native speaking lecturers. What appears to be missing is more grounded research into how tertiary lecturers perceive the use of English from a personal, academic and pedagogical perspective. However, this research is starting to emerge now and hopefully in the future there will be more evidence available.

From reviewing the integration of English in degree programmes and the use of CLIL, it becomes very clear that training is one the key factors. (Vinke et al., 1998; Kurtán, 2003; Airey, 2004, 2011; Pistorio, 2009; Ball and Lindsey, 2010; Aguilar and Rodríguez, 2012; Zeigler, 2013). Many authors propose a wide range of different ways to approach CLIL tertiary teacher training varying from linguistic, pedagogic, reflective approaches to affective positioning, what is clear is that there is no one size fits to do this. Each context is individual and unique, just as each lecturer perceives teaching practice in different ways. What seems to be missing from this research is the notion that before teachers can tackle the issue of teaching through the medium of English they need to be encouraged to articulate and reflect on what underpins their teaching practice. What drives their teaching? What theories support how they teach? Using CLIL in higher education calls for thinking «outside the box» and opening the mind to observing how content is shaped through the genres specific to that content, which needs to be scaffolded in order to support thinking processes and the use of English.

Changing from a teacher-centered to a more student-centered mode of learning and teaching is the great challenge in higher education as despite the fact that the European Area for Higher Education encourages participative learning; there are still many lecturers who continue teaching through the formal lecture mode. This is not to say that the formal lecture mode is not necessary at times, however, it implies that lecturers need to reduce the amount of time they speak in class and help

students interact more in the classroom. This can only be done through using a pedagogical framework, such as the 4Cs framework combined with its scaffolding strategies and interactive teaching strategies. This will be key towards achieving effective learning of the key competences of degree programmes as otherwise, students will fail to activate the cognitive and communicative processes through which they need to learn the content.

4. CLIL at USJ

At San Jorge University the integration of CLIL in all degree programmes is one of the driving forces of the University's internationalization strategies as in order to attract Erasmus+ students and international students from other countries, likewise, it is a way to empower our home students with the English skills specifically related to their degree programmes so that they can enter a competitive job market where English is no longer a complement but a much needed competence which will help them find jobs in their chosen disciplines. As part of its internationalization process, San Jorge University has been working on the integration of CLIL in all of its degree programmes since 2007 and at present a total of eighty six subjects are partially or entirely taught through English.

The work towards achieving this goal was initiated by the Instituto de Lenguas Modernas. This began by working in collaboration with content lecturers with aim of helping them to integrate English into their subjects. Today, this endeavor has developed into an institutional accreditation process whereby content lecturers must receive CLIL training and language support before they can teach through English.

Training is divided into two stages. In the first stage lecturers must accredit a B2 level of English and receive sixteen hours of initial CLIL training. During this period they also have the linguistic and pedagogical support of a CLIL tutor from the Instituto de Lenguas Modernas who will help them decide how they can support the content and language demands of their subjects and the learning activities which can best meet these demands. Content lecturers are also given extra credits to compensate for the extra time it will take to prepare the content of their subjects and classes in English.

The second stage of this accreditation process entails accrediting a C1 or C2 level of English and twenty five hours of CLIL advanced training. This is followed by two class observations which are carried out by two different lecturers from the Instituto de Lenguas Modernas. Throughout the process support is continuously provided by the Instituto and carries on even after lecturers have been fully accredited.

Despite the challenges integrating CLIL involves, which are mainly students' level of English and getting content lecturers to adapt a more student-centered teaching approach, the university has seen there many benefits to this integration, such as the collaboration which has emerged between content and language lecturers and the fact that students are learning how to develop professional competences through English. This collaboration has contributed towards finding ways to improve students' involvement in the learning process and has also established research networks and collaborations regarding innovation in teaching and learning.

5. Conclusions

The aim of this plenary paper was to provide a general vision of how and why CLIL is an innovative approach in education today. By reviewing the background which has led to a reconceptualization of education and foreign language learning we have been able to see the reasons why CLIL emerged and has now become an educational approach towards integrating content and language learning at all levels of education. We have also been able to see the relevance of CLIL in higher education as a continuation of bilingual programmes offered in primary and secondary settings. Finally, we have seen how the CLIL approach has been integrated into degree programmes at San Jorge University and the challenges and benefits it involves. The question that remains unanswered is whether we can consider CLIL to be an innovative approach in education.

Innovation means change, upheaval, transformation, a break with tradition and a change of direction and as Van de Craen and Surmont (2017: 23) argue «CLIL means change and any change in education is difficult». The accelerated pace of globalization and the digital revolution have been mentioned at the start of this article and although educational systems tend to adapt slowly they will need to catch up more quickly than in the past (Coyle et al., 2010: 10). However, despite the challenges of integrating such an approach in education, it is precisely the challenge of integration that is the core innovation (Kiely, 2011: 158).

If we consider the factors which have led to the emergence of CLIL, there are a considerable number of arguments which support its integration in education as an innovative educational approach:

CLIL has changed our perspectives on how additional languages can be learnt by integrating them into content subjects and this is helping to break the dichotomy between additional language learning and content learning as compartmentalized areas.

From seeing how CLIL can be integrated through a number of scaffolding strategies, we can affirm that CLIL is not just an issue of improving language proficiency, but as Van de Craen and Surmont (2017: 25) stress, it is a pedagogical approach that affects learning itself and this is what makes CLIL a genuine tool for educational innovation. This ties in with Fullan and Langworthy's (2014) arguments regarding the need to reconceptualize education in response to globalization and the digital revolution.

Van de Craen and Surmont (2017: 28) argue that CLIL differs from a traditional language class as it encourages a more challenging way of implicit learning, which means that students are more cognitively engaged as can be seen from neuroscientific studies (Ting, 2010).

For students, CLIL means more exposure to language (Pérez Cañado, 2012), which will improve BICs and CALP. It also means that students are learning to use the additional language in meaningful ways which are contextually embedded and have a purpose in order to socially interact during the learning process.

For teachers and lecturers CLIL it is a way to rethink what, how and why they teach. It also enables them to collaborate with language teachers and mutually enrich their understandings of good teaching practice.

On a final note, we can affirm that CLIL is an effective approach towards providing innovative answers to the changes so urgently needed in education.»

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CATEGORIA EDUCACIÓN UNIVERSITARIA

El juego como estrategia de enseñanza-aprendizaje en el aula universitaria: análisis de un estudio de caso

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1. Descripción

El planteamiento de esta experiencia fue la realización de una práctica grupal de clase para tratar los contenidos específicos de la Unidad 2 del temario, en concreto, «Modo de estudio de las audiencias»: un tema muy amplio y cuya comprensión y conocimiento es sumamente relevante para el discurrir del resto de la materia. Al ser tan extensa, dicha unidad está dividida en subtemas, que tuvieron su reflejo en la estructura del propio juego: introducción con un planteamiento general, pros y contras e interrelaciones de los distintos modos de estudio de las audiencias; la investigación académica y comercial; investigación cuantitativa y cualitativa, y las herramientas y métodos de investigación de las audiencias más importantes de ambas (la observación científica, la entrevista y los grupos de discusión, por un lado, y la encuesta y la investigación experimental, por otro).

Al considerarse un tema clave y tan amplio, se pensó en seguir una estrategia de práctica que obligara a los alumnos a compilar los apuntes, cotejar los mismos y realizar, al menos, una lectura detenida, en profundidad. Todo ello, en primer lugar, para poder participar eficazmente en el juego. Y por otro lado, de cara al conocimiento del tema, y su posterior aplicación a los temas siguientes y a la evaluación en el examen teórico. No obstante, los objetivos perseguidos fueron varios, como se verá más adelante.

Al ser indisociable el método y el contenido, estos no pueden plantearse de forma autónoma e independiente, puesto que el método no es previo al contenido sino posterior a él y el conocimiento del método viene de la temática a tratar (Carbonell, 2006). Teniendo en cuenta, además de criterios del contenido, criterios socioacadémicos y psicopedagógicos (Hernández, 1998), se eligió para esta experiencia de juego un concurso de conocimientos, en concreto, el muy famoso en EE. UU.